DOCUMENT RESUME

ED 331 346 HE 024 393

AUTHOR	Reiff, Richard F., Ed.
TITLE	Living and Learning for International Interchange: A Sourcebook for Housing Personnel.
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
SPONS AGENCY	United States Information Agency, Washington, DC. Student Support Services Div.
REPORT NO	ISBN-0-912207-13-2
PUB DATE	86
NOTE	34p.
AVAILABLE FROM	Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009 ($4.95 plus postage and handling).
PUB TYPE	Reference Materials - General (130)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Cultural Interrelationships; Curriculum Development; *Dormitories; Foreign Students; *Group Experience; Higher Education; *Living Learning Centers; On Campus Students; *Personnel Selection; Resource Materials; *Social Integration; Staff Development

ABSTRACT

This sourcebook is designed to enable college residence hall staff to address more effectively the unique problems, needs, and concerns of foreign students. It provides numerous ideas for promoting international interchange, including examples of international living centers, curricula, programs, and resources for staff training and development. Chapter 1 offers an elementary preview of intercultural communication, some values and assumptions that affect behavior, a discussion of culture shock, and some program ideas for residence hall staff. Chapter 2 provides information to assist residence staff in thinking about these needs and to suggest some possible solutions. It presents three different models of housing: international living centers; residence halls for graduate and other older single students; and family housing complexes. Also, the chapter summarizes the administration of each of these types of housing. Chapter 3 lists some specific programs that can be used within residence halls to promote international interchange. The final chapter is designed to aid the process of staff selection and development, including discussions of staff development programs and a list of recommended staff development references. Contains 23 references. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED331346

LIVING AND LEARNING FOR INTERNATIONAL INTERCHANGE: A Sourcebook for Housing Personnel

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NAFSA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE024393

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

BEST COPY AVAILABLE

The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange.

This publication was made possible by a grant to the NAFSA Field Service from the Student Support Services Division of the United States Information Agency (USIA).

Copies of this publication can be ordered from the Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009.

Copyright ©1986 by the National Association for Foreign Student Affairs. All rights reserved. Printed in the United States of America.

ISBN 0-912207-13-2 5/86/2M

LIVING AND LEARNING FOR INTERNATIONAL INTERCHANGE: A Sourcebook for Housing Personnel

Edited by Richard F. Reiff

National Association for Foreign Student Affairs
1986

Table of Contents

Preface v
Richard F. Reiff

Introduction 1
The Importance of International Interchange in the Residence Halls
Richard F. Reiff
Director, International Services and Programs
University of Georgia

Chapter 1 3
Intercultural Communication: Perspectives for Residence Hall Staff
Richard B. Artman
Vice President for Student Affairs
Nebraska Wesleyan University

Chapter 2 11
International Housing
Lorna Stern
Director, International Living Center
Cornell University

Teri Tower
Area Coordinator of Residence Life
Cornell University

Frances Doney
Program Assistant for Married Housing
Cornell University

Chapter 3 17
Programming Ideas
Linda Wood
Director of Residence Hall
Texas Technological University

Richard F. Reiff

Chapter 4 21
Staff Selection and Development
Theodore K. Miller
Professor of Education
University of Georgia

Preface

Primarily intended to offer practical suggestions for programming and staff development, this sourcebook can serve as a reference for housing staff on the job. It can also be used for supplemental reading for workshops, training seminars, and courses for housing personnel. While the book can be used by residence life staff on all levels, the Introduction, Chapter 2, and Chapter 4 will be of particular interest to administrators. Chapters 1, 2, and 3 will be especially helpful to graduate and resident assistants who work more directly with students.

Foreign student advisers will also find the book beneficial, enabling them to work more effectively with residence life staff. Hopefully, the book can provide a model for cooperation and collaboration between foreign student advisers and residence life staff, thus enhancing international interchange.

Three consultants' perspectives and vast experience were invaluable to developing the sourcebook: Margaret Johnston, publications editor for the School of Journalism and Mass Communications of the University of Georgia; Jerry Wilcox, director of the International Student Office at Cornell University; and Dan Hallenbeck, director of housing at the University of Georgia. The book represents a collaborative effort by professionals in housing, foreign student advising, administration, and instruction — each author having had both residence life and international exchange experiences.

Richard Reiff
Athens, Georgia

Introduction

The Importance of International Interchange in the Residence Hall

Richard F. Reiff

Students living in today's world are not well prepared for life without a global perspective. The reality of interdependence requires an understanding and appreciation of the ways in which other people live, think, and function in their cultures. It is not enough for students to learn about cultural differences in the classroom and from textbooks; they need experiences as well. Residence hall living may well provide the best milieu for both American and foreign students to develop as world citizens.

Consistent with a general philosophy of residence life that group living is beneficial to all, carefully planned programs and activities involving foreign students can aid the personal development of every student. Residence halls provide an ideal environment for sharing ideas and feelings, clarifying values, and enhancing human relations through contact with people of varying backgrounds. Living and learning with foreign students can aid mastery of the developmental tasks necessary for maximum growth and learning.

The number of foreign students in the United States has increased dramatically since World War II. According to the 1983-84 foreign student census report of the Institute of International Education (Adams & Julian, 1984, p. 1), there were approximately 340,000 foreign students, as compared to fewer than 25,000 in 1950 (Committee on Foreign Students and Institutional Policy, 1982, p. 8). If the trend continues, foreign students will become an even more potent force in American higher education.

One of the greatest strengths of the American higher education system has been its ability to adapt to changing conditions. The manner in which colleges and universities respond to the influx of foreign students may well be one of their greatest challenges and, hopefully, one of their greatest achievements. However, the increased presence of foreign students has caught most college and university officials unprepared. In an Institute of International Education study, Goodwin and Nacht (1983, p. 40) found that "most institutions have not thought through in much detail the economic, educational, political and organizational issues of large numbers of foreign students on their campuses."

Every institution that enrolls foreign students must accept the responsibility of providing services and programs that address the students' special problems, needs, and concerns. Equally important, institutions of higher education have a responsibility to prepare American students for their role as world citizens. Colleges and universities cannot take a laissez-faire

attitude toward the presence of foreign students or the necessity of providing a global perspective for all students.

Foreign students can be valuable human resources for an academic community. They bring the world to the doorstep of the American students through providing first-hand knowledge and a unique perspective that can expand the Americans' views and add relevance to their education.

Most current efforts related to foreign student programs and services originate from international student offices. Because of inadequate staffing and a dearth of human and material resources, such offices are often limited to doing no more than meeting the basic needs of the foreign students. Foreign student advisers spend much of their time and energy assisting students with immigration problems, financial crises, or adjustment concerns. They have little time to promote interaction, cultural exchange, understanding, and goodwill — the kinds of activities that many foreign student advisers find most fulfilling.

History and experience have shown that substantive, consistent, and meaningful international interchange does not automatically happen. It requires a concerted effort; it requires a commitment to attain specific objectives; most of all, it requires knowledgeable, trained professionals. Residence hall staff members in collaboration with foreign student advisers have an excellent opportunity to create living and learning environments that enhance international interchange.

As educators, residence hall staff must be equipped with information, knowledge, and skills to meet the challenges of providing an environment conducive to substantive interchange. Educational resources, staff training programs, and audio-visual materials can assist the housing professional to gain the competence and expertise needed to establish a living/learning environment in which all students can become global citizens.

This sourcebook is designed to enable residence hall staff to address more effectively the unique problems, needs, and concerns of foreign students. Additionally, it provides numerous ideas for promoting international interchange, including examples of international living centers, curricula, programs, and resources for staff training and development.

References

Adams, M. E., and Julian, A. C. (Eds.). (1984). Open doors: 1983/84 Report on international educational exchange (p. 1). New York: Institute of International Education.

Committee on Foreign Students and Institutional Policy. (1982). Foreign students and institutional policy (p. 8). Washington, D.C.: American Council on Education.

Goodwin, C. D. and Nacht, M. (1983). Absence of decision. New York: Institute of International Education.

Chapter 1

Intercultural Communication: Perspectives for Residence Hall Staff

Richard B. *Artman*

Try this experiment. Sit back to back with a partner who has arranged four dominoes in front of himself or herself. Without looking at each other and without asking your partner any questions, see how well you can replicate the domino arrangement based only on your partner's verbal communication to you.

Most individuals will fail miserably as either the communicator or the receiver. Even when permitted to ask questions, both sender and receiver find it frustrating to deal with a message without visual feedback, even when the message is as simple as describing four blocks with rather limited design possibilities.

Imagine attempting this experience in German or Spanish after one introductory language course. Is it any wonder that messages to the newly arriving foreign student about check-in procedures, visitation rules, room change policies, and board plan options are met with a nod, a smile, and often complete incomprehension?

Communication consists of a message being passed from a sender to a receiver. The goal of communication is to convey the message with the least possible loss of meaning. Distortion almost always occurs because words used have different meanings to different people, because body language is interpreted according to cultural cues and customs, and because differing biological and experiential factors influence perceptions of stimuli. People who perceive their external world similarly will likely communicate better with each other; the converse is also true. Ask a student from Chile if he wants to play intramural football and most likely he will not understand the word "intramural" and his concept of football will correspond to our version of soccer.

Condon and Yousef (1975) cite the work of Birdwhistle who estimated that, at most, 30 percent of messages communicated in a conversation are conveyed verbally; most people will trust nonverbal signals more than verbal if the two are in conflict. The reason verbal communication is fairly effective is the redundancy of language and availability of feedback. You can ask questions a person does not understand; he can shrug his shoulders or give puzzled looks to indicate whether he received the message. If language fluency is limited and nonverbal cues are not interpreted correctly because of cultural differences, people lose the benefits of redundancy and feedback. Do not ask a foreign student if she understands the registration procedures. Ask her to repeat for you what the registration procedures <u>are</u>.

Edward T. Hall (1959), noted anthropologist and author of the classic book on intercultural communication, The Silent Language, identified ten separate kinds of human activity that reflect dominant cultural threads. He labeled these Primary Message Systems; interestingly, only the first system involves language.

The Primary Message Systems are:

1. Interaction — especially speech, gestures, written word
2. Association — structure and components of social classes
3. Subsistence — food and nutritional habits, work and its status, economy of the country
4. Bisexuality — differentiation of form, function, and roles along sex lines
5. Territoriality — possession, use, and defense of territory and space
6. Temporality — concepts of time and temporal relationships between events
7. Learning — cultures learn to learn differently, e.g., by rote, by doing
8. Play — style of humor, distinctions between play, work, and learning
9. Defense — against nature and society, e.g., religions, medicine, law enforcement
10. Exploitation — adaptation of the body to meet specialized environmental concerns, e.g., tools, clothing

Common daily problems with international students in a residence hall reflect differences in the Primary Message Systems. Some examples are:

1. The student who stays in the room and will not mix
2. The student who wants to live off-campus with others from his/her country
3. The student whose cooking odors sicken the other residents
4. The male student who will not confide in a female staff member
5. The student whose roommate resents "borrowing" of personal items
6. The student who refuses to keep appointments
7. The student who does not question the class schedule set by the academic adviser
8. The student who doesn't want to participate in competitive activities
9. The student whose religious worship or ritual offends roommates
10. The student who spends his housing allowance on a new car

These "problems" are skewed to the United States perspective because Americans tend to accept their primary message systems as right, good, and proper while viewing those of the foreign student as wrong, bad, or weird. An understanding of one's own cultural patterns is essential in developing tolerance, patience, understanding, and appreciation of those who have different cultural patterns. For instance, consider some dominant American patterns of behavior, attitudes, and values listed below.

American Cultural Patterns

Behavior, beliefs, and values are significantly shaped by cultural experiences. However, members of a culture are not always aware of the assumptions that underlie their behavior patterns. The resident assistant (RA) who tells the new foreign student to "come by any time; my door is always open" is trying to express an informal invitation for friendship and, indeed, Americans value informality in relationships. However, depending upon where the student comes from, such an invitation may be ignored because it lacks a specific time and purpose, or it may create mistrust if the student arrives at an inconvenient time or finds the door isn't always open.

Edward Stewart (1971) reported in American Cultural Patterns: A Cross Cultural Perspective that cultural differences are readily discernible within four behavior/thinking patterns: form of activity, form of social relations, perception of the world, and perception of the self and the individual. Some examples will illustrate these patterns and their implications for residence hall staff.

Americans are oriented toward action; doing is valued, and both the action and the decision to act rest with the individual. Student affairs counselors may offer alternatives to students facing difficult decisions, but their cultural bias is to allow the individual to decide. Contrast this style of thinking with that of the Indian student who informs the RA that he must return home to be married and to meet his wife for the first time. To advise such a student to deny the prearranged marriage would be an inappropriate imposition of one's own values regarding the primacy of the individual.

Americans are often obsessed with getting things done and tend to get frustrated with a lack of results. A time management workshop may be a good program for American resident students, but foreign students are unlikely to feel the same need to control time. Competition is often the primary motivation behind residential programs; contests to paint hallways, name a newsletter, pick a president, or save energy are commonplace. Regardless of Vince Lombardi's admonition, winning is not everything to those reared in a culture where group affiliation is a higher goal and to excel over another would violate the group's integrity.

Americans tend to have many "friends." They often use the term indiscriminately to refer to long-time acquaintances as well as to the persons they happen to sit beside in class. Friendships are compartmentalized — people have friends at work, on their residence hall floor, at home, yet they would certainly not invite all these different classes of friends to a birthday party.

American friendships have boundaries. American friends don't often lend money or valued property unless the friendship is extremely solid. These nuances are culturally determined and unwritten. Roommate problems frequently develop between foreign and American students due to differing expectations and obligations of "friendship."

In the United States people separate men and nature, but the exploitive attitude toward nature can often be a source of conflict for those from other cultures. American notions toward material goods and property stem from the assumption that people should control nature for their pleasure and that private property is an inviolable right. One's property is perceived as an extension of oneself: "don't play my records without asking". . . "don't wear my clothes without asking". . . "don't invite your noisy friends without asking."

Americans tend to have far more confidence in technological solutions to social and medical problems than in a supernatural being. Their bias toward rational, logical reasoning and facts and figures forms their discussions on practical issues and simple solutions. The result may be that the foreign student sees Americans as nonreligious and nonintellectual. The tendency of Americans to look to the future and their insistence upon the individual's self-determination may stand in contradiction to the values of others. It is possible to become acutely aware of these different patterns and orientations through cross-cultural experiences.

It is extremely important for residence hall staff to recognize that many conflicts can surface due to an unconscious insistence that there is only one version of good and bad, one side of right and wrong, one dimension to normal and abnormal. Nevertheless, it would be virtually impossible to list American cultural norms, even if they were all known, to share with foreign students upon arrival. Similarly, attempting to list cultural patterns of other nationalities for the residence hall staff would be impossible. Stewart (1971) writes that the mere mastery of desirable or taboo actions falls short of equipping the American for effective interaction with internationals. Rather, a more logical approach is to develop a cross-cultural understanding by seeking to comprehend the basis of one's own behavior, and then comparing it with those of other countries, and encouraging foreign students to do the same.

Culture Shock

One might define culture shock as the feeling an aging dean would experience upon walking into a residence hall at one o'clock on a Saturday night. Hall (1959, p. 174) defines it as "a removal or distortion of many of the familiar cues one encounters at home and with the substitutions for them of other cues which are strange." It's high-anxiety time!

It is important to remember that culture shock affects not only foreign students studying in the United States, but any sojourner who must struggle in an environment where customs, gestures, facial expressions, and words are unfamiliar and at odds with one's own values and experiences.

Researchers who have studied culture shock report that the sojourner passes through predictable temporal patterns of adjustment, often depicted on a graph as a "U" or a "W" curve. The graph's vertical axis is a low to high satisfaction scale; the horizontal axis is time. The initial adjustment to the host country appears very satisfactory. The newness of the experience as a spectator is exciting and the interactions with the host country are limited and uninvolved. Freshmen students away from home for the first time exhibit the same reaction — until October 1!

The spectator/tourist stage for the foreign student varies in length according to previous travel experiences and the degree of differences between the home and host cultures. Residence hall staff should look to symptoms rather than the calendar to observe the downward slope of the "U" curve. One may observe signs of hostility toward American students, a disgust for the food in the cafeteria, an emergence of superiority toward their own

culture, and a frustration with relationships and the educational experience that does not meet expectations.

What seems to occur in this second stage of cultural shock is that the college, its faculty, staff, and students begin to increase demands for adjustment. Often the foreign student's fluency with the language — the verbal and nonverbal dimensions — is inadequate to cope with the increasing complexity of social communication. Academic adjustment may be satisfactory, however, especially in courses where formal faculty/student relationships exist and where quantitative material predominates.

According to Pederson (1974), during this period of culture shock intervention is critical. Staff should attempt to facilitate substantive interaction and involvement with other students, faculty, and host families. Reassuring students that their language skills are sufficient (confidence is more important than fluency), that their intellectual abilities are more than adequate to meet classroom performance expectations, and that other Americans care for them and like them will help the students progress to the next stage — that of adjusting to the new culture, understanding its cues and its languages, and developing a bicultural attitude that accepts the host culture without discarding the values of the home culture.

The "W" curve has been described as a second "U" curve that extends into the re-entry to one's home country where similar crises of adjustment and acceptance occur. The residence hall staff should encourage foreign students to participate in re-entry seminars sponsored by the foreign student adviser's office before they return to their home countries.

Adapting to culture shock takes enormous energy because the pressure is constant. "Culture fatigue" is indeed an accurate description. Althen suggests in Learning Across Cultures (1981) that adjustment can be facilitated by conveying practical/survival information to the new student, by distributing self-learning materials (many foreign students' English reading skills are stronger than their conversation skills and certainly less threatening), by involving them in physical activities which do not require extensive conversations, by cross-cultural activities, by discussions with peers from the home country, by homestays and visits in the community, by counseling with individuals knowledgeable about cross-cultural experiences, and by encouraging the student to attend orientation programs and seminars.

Coping with difficulties may be a cultural norm for some students; they may seek help from countrymen, but not from practitioners in residence halls or the counseling center. Nonetheless, the foreign student has basic needs which have previously been fulfilled by patterns of behavior in a different cultural value context. These needs are for comfort, respect, and companionship (Pederson, 1974).

Intercultural Companionship

Chapter 3 of this sourcebook offers a more extensive look at programming ideas designed to promote academic and cultural exchange. The purpose here is to cite a few examples of cross-cultural activities that can heighten awareness of one's own values and cultural assumptions. When these activities involve participants from other cultures they can promote discussion and understanding between the cultures. One caveat: intercultural activities can be fun, but they are inherently stressful because they deal with persons' values and beliefs about the way things are and should be. Most campuses have staff members who have some experience with international students and in facilitating group exercises. These staff members should be involved in training and leading the groups.

There are a variety of handbooks and manuals that include structured group activities to examine cultural differences and heighten cultural awareness. Readings in Intercultural Communication, Volume V (Hoopes, 1976), is devoted entirely to this topic. The Pfeiffer & Jones (1985) series published by University Associates also is a good resource, as is Margaret Pusch's Multicultural Education (1979).

Several effective activities include the following:

1. Bafa Bafa — a simulation game that stimulates awareness of language, norms, and feelings that arise within and between groups. (Althen, 1981)

2. Albatross — an experiential activity that simulates being in a "foreign" culture. The exercise offers the chance to test observation skills, to infer correct behavior from nonverbal cues, and to assess one's feelings and reactions to an intercultural experience. (Batcheldor, 1978)

3. Star Power — a powerful trading game that simulates social class, power, and authority and their impact on the haves and have-nots. (Shirts, 1969)

4. Lemons — a sensory experience that emphasizes the uniqueness of individuals, the weakness of stereotypes, and the advantages of one-on-one relationships. (Hoopes, 1976)

5. Values Auction — an active simulated auction where values are ranked and sold to the highest bidder. (Hoopes, 1976)

6. Person Distance Exercise — a proxemic exercise that measures the distances between individuals as they interact and focuses on comfort levels, sexual, and cultural differences. (Hoopes, 1976)

7. Prediction — an activity that helps expose cultural stereotypes and permits individuals of different cultures to see beyond these biases. (Hoopes, 1976)

8. Role Playing — various incidents can be depicted with stop-action and the actors changed to examine their own behavior and that of others.

9. Case Studies — the use of real incidents (just ask the foreign student adviser for examples) to depict a situation. An excellent training device to look at problem-solving styles and the cultural assumptions that underlie the proposed solutions.

10. Nonverbal Activities — any of the various structured experiences that reduce the need for extensive conversation and heighten awareness of how people communicate in nonverbal ways.

11. Name Games — games that help to introduce new members of a group and that personalize the experiences by learning names, accompanied by some non-threatening self-disclosure. (Fleugelman, 1976)

Intercultural education does not always require formal programs and specially trained staff members. It can take place informally, but usually needs a boost to do so. Gary Althen's Learning with Your Foreign Roommate (1982) gives foreign students and their U.S. roommates a primer in intercultural communication and a list of fruitful discussion topics. Resident assistants also will find it helpful.

This chapter offers an elementary preview of intercultural communication, some values and assumptions that affect behavior, a glance at cultural shock, and some program ideas for residence hall staff. By design, the information presented avoids prescriptive measures to deal specifically with Asians, Europeans, Middle Easterners, Latin Americans, etc. The primary focus is to emphasize the complexity of communication across cultures and the challenges that face residence hall staff members who work with international students. The intention is to stretch horizons, to surface prejudices, to increase tolerance, and to expand global awareness.

References

Althen, G. (Ed.). (1981). Learning across cultures. Washington, D.C.: National Association for Foreign Student Affairs.

Althen, G. (1982). Learning with your foreign roommate. Iowa City: University of Iowa.

Batcheldor, D. & Warner, E. (1978). Beyond experience. Brattleboro, Vermont: Experiment Press.

Condon, J. & Yousef, F. (1975). An introduction to intercultural communication. New York: Bobbs-Merrill.

Fleugelman, A. (1976). The new games book. New York: Doubleday.

Hall, E. T. (1950). The silent language. New York: Doubleday.

Hall, E. T. (1966). The hidden dimension. New York: Doubleday.

Hoopes, D. S. (Ed.). (1976). Readings in intercultural communication, Vol. V: Intercultural programming. Pittsburgh: Intercultural Communications Network.

Pederson, P. (Ed.). (1974). Readings in intercultural communication, Vol. IV: Cross cultural counseling. Pittsburgh: Intercultural Communications Network.

Pfeiffer, W. & Jones, J. (1985) Handbook of structured experiences for human relations training. La Jolla, Calif.: University Associates.

Pusch, M. (1979). Multicultural education: a cross-cultural training approach. Chicago: Intercultural Press.

Shirts, G. (1969). Star power, director/instructors manual. La Jolla, Calif.: Western Behavioral Sciences Institute.

Stewart, E. (1971). American cultural patterns: A cross-cultural perspective, dimensions of international education, No. 3. Chicago: Intercultural Press.

Chapter 2
International Housing

Lorna Stern
Teri Tower
Frances Doney

The need to provide adequate housing, programming, orientation, and academic counseling poses a unique and exciting opportunity for institutions with an increase in their foreign student population. Foreign students have all the basic needs of domestic students: comfortable living quarters; a suitable atmosphere in which to socialize, grow, and develop; and an environment that smoothes the transition to university life and encourages academic growth. Foreign students have additional needs related to language, culture, and background. Single students, both graduate and undergraduate, face long periods of time away from home and family; they often feel lost and alone in an alien world. Married students face further worries. How will they raise their families in a different culture? Will their living and school environment be beneficial to family structures?

This chapter is designed to help residence staff think about these needs and to suggest some possible solutions. By no means exhaustive, it presents three different models of housing: international living centers, residence halls for graduate and other older single students, and family housing complexes. In addition to describing the concepts and facilities, the chapter summarizes the administration of each of these types of housing.

International Living Centers

One of the options that an increasing number of institutions has considered to be a viable response to the needs of single foreign students is the establishment of an international living center (ILC)*. ILCs serve as seedbeds for the development of academic, social, and cross-cultural programs. They also provide a valuable opportunity to orient foreign students to the university environment and the surrounding community. When they furnish temporary housing space to international students who arrive prior to the academic year, as well as to the ILC residents, the benefit of this orientation becomes widespread. ILCs promote the establishment of personal relationships for the future, because many foreign students gain their principal exposure to the United States at universities.

The goals and philosophies that underlie international living centers are varied and reflect the levels of concern that university administrations direct toward such programs. However, most ILCs incorporate the idea that a residential environment composed of students

*Variously known as International Living Centers, International Houses, I-Houses, International Living/Learning Centers

from many different backgrounds encourages an informal cross-cultural exchange. Foreign students are often better equipped to help each other adjust in the informal environment of an ILC than is a trained professional.

This type of housing arrangement not only benefits the individual student, but also affects the entire campus by providing a focus for international activities and programming. The physical facilities of the ILCs provide a good place for international activities, serving as a catalyst for the integration of academic interest in international affairs with the social and personal interests of the students.

Funding is fundamental to the existence of most unique housing facilities and programs. Some ILCs have organized alumni programs through which foreign alumni contribute gifts for specific purposes. Individual patrons are able to make capital purchases and provide access to innovative programming ideas. Still other ILCs are supported by university funds from international student offices and residence life programs. Students may pay an activity fee, which is supplemented by profits from parties and social events; they also may raise funds by cosponsoring events with other organizations on campus.

Funding is needed to aid foreign students who cannot afford the price of staying at an ILC and instead choose the less expensive traditional residence halls or off-campus housing. Supplementary housing scholarships provided by ILC alumni, international student offices or residence life offices may offset this problem and, thus, promote a mixture of students within the ILC from a variety of economic backgrounds.

One potential problem of ILCs is that they can become a type of international ghetto. Students can become isolated, retreating from a university environment that is unfamiliar. Staff, programming, recruitment, and the maintenance of an optimal balance between foreign and American students within a housing program can help offset this disadvantage.

Graduate and Older Student Housing

ILCs tend to cater principally to undergraduate students, both in programming and style. However, many foreign students, though single, are older or in graduate study and have needs that are different from those of the typical undergraduates. On-campus residences designated as "graduate halls" or "older student halls" often offer the most immediate and convenient way for these older international students to orient themselves and adapt to new academic and campus routines. Graduate and older student housing is frequently selected by students newly arrived on the campus, and by those not wishing to move off campus.

Residence halls that house graduate or older students often have been based on a "caretaker" philosophy rather than on a "developmental" one. This, generally, has meant minimal support staff and services have been provided for residents of these units. While some institutions actively promote student development models in their undergraduate housing, other institutions maintain the caretaker model for graduate halls, providing only basic room and board services.

More foreign students are being assigned to these graduate halls; it is not uncommon to find over 50 percent of present on-campus graduate housing occupied by foreign students. Yet, institutions have been slow to identify and respond to the needs of this new foreign

graduate student population. The staffing and services in these halls are still primarily based on the earlier model, a laissez-faire approach meant for American graduate students.

Family Housing

As the percentage of foreign students has increased in graduate residence halls, it also has in student family housing. Previously, student family housing catered primarily to the married American student population, but now over 50 percent of families housed at a major university may be foreign. Such a development has necessitated a change in administration, programming, staff responses, and cross-cultural activities.

Married foreign students are concerned with various problems such as schools for their children, transportation, safety, access to grocery stores and to recreational facilities. Orientation to the university and the new culture is an important concern for the student and for the entire family. Particular problems are experienced by the spouses of students: many foreign spouses do not speak English; they may or may not be educated; often they are from societies that are far more conservative and where wives are more sheltered than in American society. Problems of adjustment by the spouse may impede the married student's adjustment to academic life. Efficient and well-planned family housing programs can ameliorate the worst of these concerns by providing an already established housing complex that presumably is safe, near public transportation, and within reach of the local school system.

Administration of Housing

Effective administration is the key to successful international living centers, graduate residence halls, or student family housing complexes. Staffing, facilities, recruitment, programming, and services are common concerns for administrators.

1. Staffing:

   Probably the most critical component in housing programs for foreign students, married or single, graduate or undergraduate, is the staff. Staff members need to be highly energetic, enthusiastic, and outgoing, but not aggressive in their personal style. They need to be attuned to both the academic and personal concerns of the students. Staff members should have had cross-cultural experience and/or training to sensitize them to the different customs and value perceptions of foreign students.

   International living centers and graduate residence halls are usually staffed with live-in directors and some type of program or resident adviser. Their responsibilities are multi-faceted, including administration, programming, and counseling. They can provide the coordination needed between residence hall staff and other university personnel.

   Family housing requires a higher ratio of staff to students, including staff members trained to deal with children, as a great deal of the programming is oriented toward this age group. They also need to be well-equipped for counseling married couples, as concerns of child-raising, family issues, and changing roles within a new environment need to be met. Often the staff members in family housing programs are also older and married.

2. Facilities:

The need for adequate facilities is particularly critical for the foreign student who may have difficulty in adjusting to a roommate, different waking and sleeping patterns, and different dining patterns and foods.

Many facilities that accommodate foreign students were not designed with them in mind, and compromises must be made. Single rooms are in great demand in graduate residence halls because of the diversity of work and study schedules, life styles, and expectations of privacy represented in an older, multicultural population.

Kitchen facilities are essential for many single and married students. Many have dietary restrictions because of cultural and religious backgrounds; others simply find that a constant American diet is too bland. Still others use cooking as an effective means of socializing.

Informal lounge spaces are also vital. They can be used either for study or for recreational uses which provide a necessary social outlet for students. Typing and computer facilities will help studying and ease potential academic and roommate problems. Family housing complexes also need adequate laundry facilities and safe recreational areas with equipment for children.

3. Services:

The services provided by the housing program ensure that the facilities are used to their best advantage. Foreign students are often involved in classes, research, and departmental work assignments for an eight- to ten-hour day. These students cannot be tied to meal plans that restrict where and when they eat. They cannot take advantage of administrative services (mail, equipment checkout, linen exchange, room signup, etc.) if available only during daytime office hours. For most students, the best times for taking care of personal business are in the evenings and on weekends. To meet this need, therefore, a residence program should maintain office operations during these critical times.

In order to accommodate students who cannot travel to their homes or who are continuing research or other academic projects on campus during vacation periods, a twelve-month housing program should be maintained. Such a program is also helpful when many foreign students arrive on campus early in order to get established before the academic year begins.

4. Recruitment:

Many universities allocate housing space on a first-come, first-served basis. Another approach is often followed for international living centers. Recruitment of a diverse student population is critical to the atmosphere and tone that exists within the ILC, or it may become the province of one particular national group. When this happens, future recruitment becomes difficult and often skewed; programming events and speakers tend to reflect the flavor of one particular ethnic interest. ILCs may become an insular environment where foreign students retreat from, rather than interact with, the cultural environment of the university.

To counteract this problem, many ILCs and family housing offices send out their own information and application forms. Some housing programs, as part of an overall student development theme, establish committees selected by students within the house to be responsible for recruitment and selection. These committees develop a selective recruitment process based on a written essay, personal interviews, and a demonstrated level of interest and enthusiasm in the housing program.

To facilitate interaction with and integration within the residential community, a healthy mixture of foreign and American students is helpful. Many foreign students remain isolated from the U.S. culture because they cannot adapt to their host culture or to American friends, even though they may be immersed in an "all-American" residence hall. Generally, it is better for the ILC to have a higher percentage of foreign students than American students; otherwise, the foreign students can be dominated by the Americans, resulting in the residence hall losing its focus and unique identity. If a residence hall has all foreign students, however, the students can lose their perspective, as well as becoming isolated from the rest of the campus. Sometimes, a mixture of graduate and undergraduate populations within the house can be beneficial in providing an age range and a stabilizing influence.

5. Programming:

Effective staffing, recruitment, facilities, and services cannot make up for a lack of creative, adequate, and innovative programming. Orientation, introduction to new friends, exchange of new ideas and cultures, and resolution of roommate differences can often be accomplished through programming.

ILC programs should give the house a unique identity by developing traditions, such as party themes, which help foster a sense of history and contribute to the sense of family with its shared rituals. A word of warning: these traditions may occasionally limit more creative approaches to programming, but they are nevertheless helpful.

Programs superimposed by staff are usually not as successful. Out of laudable but sometimes misguided motivation, many ILCs tend to become overburdened with intellectually academic programming. This can be detrimental to an ILC. Most successful ILCs have a high percentage of strictly social programs that incorporate student leadership, ideas, and creativity. Many foreign students pursue rigorous professionally-oriented academic programs. Consequently, in the evening many foreign students want to relax, to meet others, and to have fun.

In undergraduate residence halls, planning and implementing programs can be an excellent developmental opportunity through which students can become acquainted and also demonstrate their own creativity. Students should determine their own social environment in these types of housing programs.

In residence halls where the population is composed mostly of graduate students, the programming demands are slightly different. Because of the time constraints related to graduate academic programs, graduate students have little time to devote to the planning and implementation of social, recreational, and educational programs for hall residents. Graduate residents may take the time to participate in certain events (coffee hours, weekend movies, slide shows, special dinners), but they are hesitant to assume responsibility for planning such programs.

The same applies to programming in family housing complexes. Because married couples already have established routines within their families, there is not the same need for the high degree of social programming that there is for single students. Programming is needed, however, for young children (day care service, etc.) to allow the mothers some time to themselves. Often there is a need for skills-based programming: English as a second language, winter driving skills, how and where to shop in the local community for bargains. Because student families are older and more mature, many family housing staffs encourage residents to program for their own needs. As in graduate student halls, there can be the same time restraints on programming.

Providing the necessary administration, staffing, facilities, programming, services, and recruitment for foreign student housing can be time consuming and frustrating, but the benefits of international interchange make it worth the effort. It is also a constant learning experience. Perhaps the key to success of any program that attempts to work with foreign students is flexibility, constant adaptation to students' needs, and a willingness to learn.

Chapter 3
Programming Ideas

Linda Wood
Richard F. Reiff

The "contact" hypothesis says that international understanding can be achieved by placing different nationalities together within residential settings. Studies indicate, however, that physical proximity without some type of interaction and programming for international understanding serves only to perpetuate different cultural stereotypes (Riordan, 1978). In order for meaningful interaction and understanding to occur within the residence halls, staff must plan and conduct meaningful programs.

Such international programs encourage foreign students to accept the new culture, and, thus, the educational value of their experience in the United States is increased. American students learn about other countries and experience aspects of different cultures. International programming, therefore, helps to decrease ethnocentric attitudes and encourages mutual respect and consideration.

Programming Fundamentals

When developing programs for international interchange, it is important to understand that programming within residence halls serves four basic goals: to develop a community, to educate, to involve students in their own learning, and to provide an outlet for release of emotions. To achieve these goals, programs can be educational, recreational, cultural, athletic, developmental, or social.

Ten easy-to-follow steps for planning a program (Blimling & Miltenberger, 1981) should be helpful in efforts to promote international interchange:

1. Assess residents' needs and generate ideas for programs.
2. Set program objectives.
3. Involve others in the formation of ideas and the organization of programs.
4. Draw up a tentative plan.
5. Plan the program, determining specific dates, times, locations, responsibilities, facilities, resources, budget, publicity, policies, etc.
6. Publicize the program.
7. Review your program plan and check that everything is being done.

8. Arrive early to prepare for the program.

9. Participate in the program.

10. Evaluate the program.

Special Characteristics

Programming for international interchange rarely occurs without intentional intervention by residence hall staff. It is up to the housing staff member to convince residents to become involved with such programs. Both American and foreign students should be included in the program planning, as well as participating in the program itself.

The greatest challenge to residence hall staff may be to motivate students to participate in programs designed to promote international interchange. Traditionally, attendance at such programs is low. This apparent lack of interest often discourages staff from planning such programs on the assumption that there is little interest. This may or may not be the case.

Foreign students often need to be addressed individually and invited to participate in programs within the residence hall. Typical programming in the United States may differ from what they expect or understand from the perspectives of their own cultures.

Often American students interested in international exchange do not participate in programs because of other priorities. Also, American students may not be aware that such programs exist, or may feel that the programs are not really for them. Some may feel threatened or, at least, uncomfortable participating in something about which they know little or do not understand, and they hesitate to interact with people who are different. It is often not worth the risk of saying or doing the wrong thing.

The residence hall staff, working closely with the foreign student adviser, can provide motivation for all residents to actively participate. The best way to motivate students to participate is to ensure that the programs are indeed interesting, stimulating, and beneficial.

Effective publicity is important to the success of such programs. Campus and community newspapers and radio stations should be used. Posters, fliers, and personal invitations are also good means of increasing participation.

American students majoring in international business, international affairs, foreign languages, and other related areas are good target groups. Since staff members can gain access to information on students' majors, these residents can be invited to participate in international programs through written invitations and personal contact by their RAs.

Other inducements might include international refreshments and entertainment. Certificates, awards, and other types of recognition can be given for outstanding contributions or for frequent attendance at international programs. The reality of today's competitive job market requires students to be able to list specific recognition on their resumes; so don't hesitate to remind them of such benefits of participation.

Creative approaches based on each institution's particular situation should be devised for providing effective incentives. They are the sine qua non of successful programs.

International Specialists

All residence hall staff members should be trained to meet the special needs of international students and to develop programs aimed at promoting international understanding. In addition, the residence life department should designate a professional staff member to coordinate international programming and to serve as a resource. This international specialist would work closely with the foreign student office to meet students' needs and to provide professional development for staff.

The residence life department should also provide extensive training in the international area to designated staff members at all levels (professional, graduate, resident assistant), thereby creating multilevel international specialist positions. For example, an international specialist RA would become a resource for other RAs needing assistance with planning an international program or assisting a foreign student.

Conditions to Consider

This chapter lists some specific programs that can be used within residence halls to promote international interchange. The programs can be used in a variety of settings; staff should adapt them to suit their residents' needs, the numbers of foreign students involved, and the site of the area for which the program is developed (floor, wing, residence hall, complex, etc.). While programming for international interchange can occur in any residential setting, the best and most natural arenas for such efforts are international houses or halls and living/learning centers (see Chapter 2).

Many of these types of programs may presently be offered by the foreign student office on campus. Such programs tend to be designed for campus-wide use, but they can be modified to be conducted on a smaller scale within the residence halls. Although foreign student advisers have the desire and experience to provide international programming within the residence halls, they often do not have the time or the resources to do so. As indicated, the international specialist of the residence life staff and the foreign student office staff should cooperate in programming.

Types of International Programming

There are basically three types of programs for international interchange: intercultural communication programs, academic-related programs, and cultural exchange programs.

Intercultural communication programs are those related to nonverbal, oral, or written communication patterns that vary among people of different cultures. Futher information about intercultural communication progamming ideas are presented in Chapter 1.

Academic-related programs are primarily educational and somewhat more structured and formal. They include forums, tutorials, and living/learning classes.

Cultural exchange programs are those that promote interaction among cultures, increase awareness of specific elements of a culture (values, customs, beliefs, etc.), and examine how such elements may vary among cultures.

Following is a list of programs for international interchange which are academic-related:

1. Forums
2. Lectures
3. Discussion groups
4. International Resources/Tutors
5. Speakers' Bureau

Cultural exchange programs include a wide variety of ideas:

1. Coffee Hours
2. Hall Friend Program
3. International Exhibits
4. Pot Luck Dinners
5. American/Foreign Student Roommate Program
6. International Variety Shows
7. Foreign Film Festival
8. Holidays Around the World
9. Roommate Game
10. Global Citizen Program
11. International Friend Inventory
12. United Nations Hall Council
13. International Sports Extravaganza
14. Residence Hall Decoration
15. Residence Hall Olympics
16. Native Garb Day
17. Travel Abroad Network
18. International Bulletin Boards

For a detailed description of the above programs please write to:
Residence Life Programs for International Interchange
Field Service Program
National Association for Foreign Student Affairs,
1860 19th Street, NW
Washington, DC 20009

References

Blimling, G. & Miltenberger, L. (1981). The resident assistant: Working with college students in residence halls. Dubuque, Iowa: Kental/Hunt.

Riordan, C. (1978). Developing tolerance: A comparison of contextual v. program effects. International Journal of Intercultural Relations, 2, 309-327.

Chapter 4
Staff Selection and Development

Theodore K. Miller

Any effective program of international interchange in residence halls will include a systematic plan for identifying and utilizing available human resources, as well as published material for professional staff development. Such a plan will incorporate the knowledge and skills of the present staff, other professionals on campus, and experts from outside the institution. It will also identify published resources and locally developed materials relevant to its goals. In addition, it will include objectives and criteria for staff selection and training, as well as a model to guide implementation.

Just as important as the plan are the leaders. They must understand not only the purpose of the program but also the principles, processes, and procedures necessary to carry it to fruition. These leaders must educate others who will ultimately use the plan to bring the program into being.

This chapter is designed to aid the process of staff selection and development.

Staff Selection

Five staffing categories identified by Winston, Mendenhall, and Miller (1983) should be considered when establishing student services programs, including a residence living program for international interchange. These include professionals, allied professionals, support staff, paraprofessionals, and student or community volunteers.

To fill the essential positions, it is important to select well qualified persons who will make commitments to learn to work effectively with international student populations. Each person in the program should be carefully screened and evaluated prior to employment. **It is of particular importance that all staff who are selected exhibit clear understanding of and basic agreement with the goals and purposes of international interchange as interpreted by their institution.** A selection committee, including foreign students and a foreign student adviser, should be formed to interview prospective staff members.

To establish the selection criteria for each position involved, a series of position analyses is desirable (Fortunato & Waddell, 1981). These analyses consider the relationship of position duties and responsibilities to the knowledge, skills, abilities, and experience required for tasks to be performed.

The first step is to determine what is expected from the person filling each position, referred to as the role definition (Sprunger & Bergquist, 1978). Once desired results have been specified, it is possible to create a profile of requisite skills and abilities (Zion, 1977). Position

descriptions are an aid in the staff selection process. They can guide the interviews and give the committee relatively precise criteria to use in the selection process.

Making the assumption that individuals understand and agree with the basic philosophy and purpose of the program is dangerous, as is assuming that they possess relevant training or personal characteristics to work in such a program. Instead the committee should gather information on each applicant. The committee should determine if the individual has had substantive international living, work, study, or travel experiences. Has he or she had direct experience with foreign students, such as having participated in an international club or having had a foreign roommate? Personal characteristics are important considerations: tolerance for diversity; knowledge of and openness to cultural differences; helping skills, flexibility, and adaptability; and awareness of the special problems, needs, and concerns of foreign students.

Staff Development

Even the most highly qualified practitioners need to be exposed to an organized program of professional development as part of their employment situation. **Any housing staff member who will be involved to even a minimal degree with the international interchange program should be included in the staff development program.**

It is difficult to train staff members to create an environment conducive to the personal and intellectual development of individuals from a single culture. When a program of international interchange is added, the training becomes even more complicated. Staff members need to learn how to provide that kind of environment by using the diversities and complexities of the multicultural backgrounds that are represented among the residents. Unfortunately, there are few, if any, professional preparation programs that adequately educate people to deal with such a complex environment. It is therefore essential that residence hall leaders implement systematic staff development programming which is designed to help personnel in all five staff categories meet the challenge of international interchange.

Securing the services of allied professionals and others from outside the housing field to aid in the staff development program is especially desirable. An excellent beginning would be to establish a task force of faculty, staff members, and foreign students who are knowledgeable about cultural differences, international interchange, environmental resource management, and dealing with culture shock.

Models for Staff Development

The program of international interchange must be carefully analyzed before a staff development program is created in order to identify the specific knowledge and competencies required for implementation. A combination of generalist and specialist training models is best in most instances. This approach helps the staff learn or review basic skills and knowledge essential to the program, such as listening skills, understanding, assessment, goal-setting, consultation, campus and community resource information, and referral procedures. Thus, they learn about the unique characteristics, problems, and needs of foreign students, such as culture shock, eating patterns, language difficulties, isolation, and homesickness.

Staff Development Components

At least four staff development components are essential, whatever the model. These are intercultural communications, information about foreign student populations, human resources, and resource materials.

1. Intercultural communications:

Some type of values clarification activity should be initiated early in the training process to help individual staff members discover their true feelings toward foreign students. It will also help them understand value differences and appreciate the differences more fully. This should be followed by role-playing exercises in which staff members can discover how it feels to be in the uncomfortable position of being a stranger in a strange land or trying to be responsive to a person who does not understand the language.

Simulation games such as those noted in Chapter 1 also have great utility for training purposes. Being placed in a strange environment with different rules, different value expectations, and different social norms can provide insight to the participants. Learning how it feels to be faced with an unfamiliar, uncomfortable environment will go a long way toward helping staff members understand the behavior of foreign students. Participation in cross-cultural exercises through which foreign students, U.S. students, and program staff members exchange experiences, ideas, viewpoints, and observations also has utility for staff development.

2. Information about foreign student populations:

Residence hall staff members need to know about the backgrounds and characteristics of foreign students. How does academic class level influence the nature and needs of foreign students? What is the place of language proficiency in relation to adjustment and ability to function competently? What are the more complicated or problematic behavioral factors related to individuals from various backgrounds, such as eating habits, religious activities, dress patterns, and social customs? **It is essential that the staff understand these key issues and differences if they are to be able to promote international interchange.** It is especially important that they be able to help American students understand cultural differences.

3. Human resources:

On any campus there are numerous resource persons and agencies that can be of service to college students. Most foreign students know about the international student office, but many may not know the special ways that foreign student advisers can be of help. It is important that the residence hall staff know about each campus service for students, for they will be involved in making many referrals.

Other student support resources on campus, such as student health services, financial aid services, student judicial affairs programs, academic advising programs, foreign student organizations and activities, and counseling services, can be important aids to the program of international interchange. It must be remembered that in some instances foreign students will have little or no knowledge of these important support services.

There are also many community organizations that have special interests in foreign students and offer special support services upon request. In many instances, these organizations are interested in giving foreign students the opportunity to share experiences with their membership in various ways. Building lines of communication with such groups can result in the establishment of valuable support systems.

4. Resource materials:

Other important resources are the many publications available. Lists of relevant publications may be obtained by writing the following:

Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, NW, Washington, DC 20009.

Division of International Education Relations, American Council on Education, One Dupont Circle, Washington, DC 20036.

Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096.

Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

The international interchange program leader should seek to create a library of publications that can be made readily available to staff members and used as substantive content for the staff development training program. For those interested in outside consultants, the National Association for Foreign Student Affairs (NAFSA) will aid in identifying qualified individuals and arranging campus visitations for staff development program purposes. NAFSA can sometimes help finance such consultations.

A Staff Development Program

Ideally, a staff development workshop of nine or more hours that focuses upon international interchange issues and strategies should begin the program year. Such initial training is particularly important when the program is first being established, although annual, regularly scheduled fall training workshops are essential to a quality housing program. In all probability, not all staff members from all categories will need to attend the complete workshop, but there should be an organized attempt to involve staff members from all five categories in systematic ways. If a training program such as a resident assistants' course is already in existence, a special unit on intercultural exchange should be included.

It may not be possible to present the minimum recommended nine or more hours of initial training during the fall orientation period. In such instances a minimum of three to six hours of training could be presented initially with regularly scheduled in-service sessions held early in the year to complete the needed training.

Successful staff training should include the following topics:

1. Foreign student population. (Recommended time: 90 minutes)

   a. Describe demographically the institution's foreign student population. What countries are represented by how many students? What are the special needs of the foreign students on campus? What are some of the special problems with which staff members must deal? (This session might be led by a foreign student adviser.)

   b. Present a panel of foreign students from various countries to discuss their experiences in making the transition to American higher education and their personal adjustments to the local campus and community. Following the panel members' report of their experiences and feelings, ample time should be given to discussion with the staff. Participants might be divided into subgroups for more informal dialogue with the foreign students.

2. Intercultural communications. (Recommended time: 2 hours).

   a. Use intercultural communications exercises, role-playing, and graphics to identify some of the unique problems faced by people as they move into a new culture, depicting the "U" curve, culture shock, cultural differences, defense mechanisms, adjustment concerns, and values orientations. (This presentation might be made by an allied professional or an external consultant.)

   b. Present vignettes or video-taped scenarios that depict special intercultural communications issues and problems along with ideas for staff resolution. Role-playing and other experiential activity can also be used.

3. Values clarification activities. (Recommended time: 2 hours.)

   a. Present several values clarification exercises designed to help staff members assess their personal values regarding those who are culturally, racially, and religiously different, and also their capacity to deal with ambiguity and frustration. It is imperative that ample time be given to process the values clarification exercises in order for staff members to complete a comprehensive self-assessment and for the staff to attempt to determine their collective values in relation to the residence life program for intercultural interchange.

4. Human relations skill building. (Recommended time: 90 minutes.)

   a. Review basic helping and communications skills, including listening, showing empathy, reflecting feelings, and making referrals. Practice communications and helping skills in laboratory situations using role plays, fish bowls, and other simulation approaches.

   b. Discuss both the importance of and strategies for applying and teaching human relations skills in residence living programs of international interchange.

5. Program generation session. (Recommended time: 2 hours.)

   a. Initiate a large group brainstorming exercise to identify the program's special need areas and alternatives for responding to them.

b. Divide participants into small groups, each with a foreign student, and discuss needs generated in the brainstorming session, purposes of international exchange programming, and resources available to the program. Each group should develop goals and objectives, along with specific plans for programs, based on information relative to the foreign student population and the reported feelings and experiences of the students.

c. Report goals and specific plans to the large group for feedback, discussion, and modification. Record each group's proposals and give them to the program director for follow-up action.

6. Follow-up staff development activities.

a. The fall workshop should be followed by regularly scheduled staff development sessions during the course of the academic year. Using an intercultural communications task force to act as a resource in planning, this in-service program is an excellent approach. A selected staff member or committee should be assigned specific responsibility for implementing the staff development program during the course of the year.

b. The in-service staff development program can take various forms, but should be designed to involve members from all five staff classifications in relevant educational activities. Expanding activities related to any of the five recommended fall training components is valuable, as all deserve additional attention. Other enjoyable learning activities are simulation games, such as Bafa Bafa or Star Power (see Chapter 1), wherein staff members are required to play roles different from their own but common to those in real intercultural interchange situations. Other information-oriented programs or skill-building exercises are also helpful for staff development. As with the other exercises, processing/feedback sessions are essential to the growth experiences intended.

c. A formative evaluation and redevelopment session should be included as part of the in-service activities during the program year. At this session, staff members should receive evaluation data related to the international exchange program along with analyses identifying its apparent strengths and shortcomings. These data can be used as stimuli for discussing needed changes and making plans for the future. The end result of this session should include specific recommendations for both immediate action and for the coming year.

Recommended Staff Development References

A residence living program for international interchange must have ample resources available for staff members and students. Reference was made earlier in this chapter to several sources of resource materials. The following annotated bibliography highlights publications that may be of interest to readers:

1. Althen, G. (Ed.), (1981) Learning Across Cultures: Intercultural Communication and International Educational Exchange. Washington, D.C. National Association for Foreign Student Affairs. (NAFSA, 1860 19th Street, NW, Washington, DC 20009: $1.00)

This 153-page monograph of nine chapters incorporates the contributions of 24 experts on intercultural communication. The monograph is divided into three parts: (a) aspects of intercultural educational activity; (b) research on learning and implications for educational interchange; and (c) case studies on cross-cultural learning. The focus is upon the concept of intercultural communication, and readers will find the content of part one especially edifying and relevant to the residence living program for international interchange. A number of the well-developed and organized approaches outlined have definite potential and relevance for the residence life staff.

2. Althen, G. (1982) Learning With Your Foreign Roommate (Rev. Ed.) (Iowa City, Iowa: University of Iowa.)

This 17-page paperback is a good primer for American and foreign student roommates. It deals with relevant aspects of intercultural communications and presents various discussion topics. Resident assistants will find this book helpful in working with American and foreign student roommates.

3. Althen, G. (1983). The Handbook of Foreign Student Advising. Yarmouth, Maine: Intercultural Press, Inc. (P.O. Box 768, Yarmouth, ME 04096)

Intended as a functional guide for foreign student advisers, this 208-page softcover book has utility for those involved in residence living programs of international interchange. Although the focus is upon the practical nature of foreign student advisers' work settings, responsibilities, characteristics, roles, essential knowledge, and practical applications, there is adequate theoretical content to lend solid support for the practices proposed. Especially important is Chapter 7, which emphasizes practice and includes numerous references to professional literature on international educational interchange and sources of professional development materials. The appendices include 13 documents, several of which have utility for staff development purposes. One document, the NAFSA Principles for International Educational Exchange, should be of special value to readers.

4. Lee, M. Y., Abd-Ella, M., and Burks, L. A. (S.C. Dunnett, Ed.) (1981). Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities. Washington, D.C. National Association for Foreign Student Affairs. (NAFSA, 1860 19th Street., NW, Washington, DC 20009)

This monograph of 180-pages reports the findings of a study that assessed the self-identified needs of nearly 1900 foreign students attending 22 colleges and universities in the United States. The study tested 33 hypotheses about foreign students, and the report discusses each in some detail and presents 75 statistical tables. Of particular interest to residence hall staff is the questionnaire used in the study. This survey can be used to solicit demographic information from foreign students, as well as information regarding their need for satisfaction with (a) campus resources, (b) educational resources, (c) degree program support, (d) extracurricular activities, (e) educational information and work opportunities, (f) local community life, (g) housing arrangements, (h) family living, (i) interpersonal relationships, and (j) English skills.

5. Ender, S. C., McCaffrey, S. S., and Miller, T. K. (1979). Students Helping Students: A Training Manual for Peer Helpers on the College Campus. Athens, Ga. Student Development Associates, Inc. (110 Crestwood Drive., Athens, GA 30602: $6.00)

   One of the most important, yet often underdeveloped, staff categories is that of the student paraprofessional. This book was designed to present students with a knowledge base essential to giving effective help, promoting personal use of that knowledge, and developing a wide array of helping skills. Seven generic skill areas relevant to those working in programs of international interchange are (a) the helper role, (b) student development principles, (c) helping interaction skills, (d) goal setting, (e) assessment, (f) study skills, and (g) resources and referral skills. This manual has utility as a student staff development resource whether used in formal classroom or staff development workshop settings.

6. International Student and Scholar Services (1984). An Introduction to International Houses: Living/Learning Centers and Their Development. Coral Gables, Fla. University of Miami.

   This 34-page mimeographed booklet of excerpts from a conference on international houses as living/learning centers held at the University of Miami on March 2, 1984, reflects one university's attempt to inform others about the nature, purpose, and value of international houses. Six short conference papers that discuss various perspectives about international living are excerpted along with 12 pages of appendices that include program brochures and an invitation to develop a network of International Houses Living/Learning Centers. For information contact: Director, International Student and Scholar Services, Building 21-F, University of Miami, Coral Gables, FL 33124.

References

Ender, S. C. (1983). Students are paraprofessionals. In T. K. Miller, R. B. Winston, & W. R. Mendenhall (Eds.). Administration and leadership in higher education. Muncie, Ind. Accelerated Development.

Fortunato, R. T., & Waddell, D. G. (1981). Personnel administration in higher education: Handbook of faculty and staff personnel practices. San Francisco: Jossey-Bass.

Sprunger, B. E., & Bergquist, W. H. (1978). Handbook for college administration. Washington, D.C. Council for the Advancement of Small Colleges.

Winston, R. B., Mendenhall, W. R., & Miller, T. K. (1983). Managing human resources: Staffing, supervision, and evaluation. In T. K. Miller, R. B. Winston, & W. R. Mendenhall (Eds.), Administration and leadership in student affairs: Actualizing student development in higher education. Muncie, Ind. Accelerated Development.

Zion, C. (1977). Role definition training. Journal of College and University Personnel Association, 22, 5-12.